St Augustine's
SEND Information Report

Welcome to St Augustine's Special Educational Needs Report. We hope you find the answers to any questions you may have.

Contact details for school SENDCO:

SENDCO: Laura Juniper

Number: 0161 505 1317

Email: staoffice@vantageacademies.co.uk

Who will support my child?

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Who will support my child?

Inclusive education requires that every teacher recognises and responds to SEND as an integral part of their professional practice. All staff attend regular training suited to the needs of individual children and the school. We also have regular staff inset training that will cover new whole school approaches throughout the



Mrs Emma Dilworth
Principal
Safeguarding Lead



Mrs Laura Juniper
Vice Principal
SENDCO



Mrs Rebecca Hanlon-Jones
Learning Mentor
Safeguarding Team
Team Teach trained

What is the school's Ethos/approach to supporting SEND?

St Augustine's CE Primary School is a fully inclusive school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life.

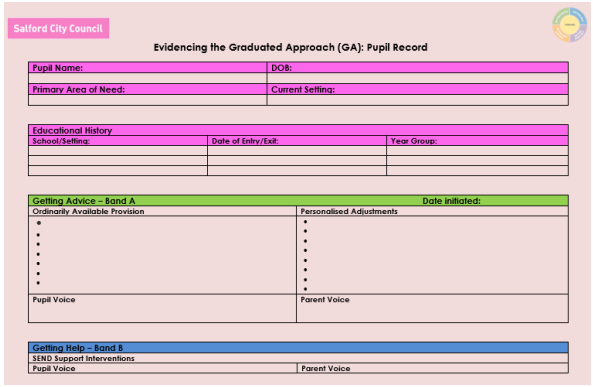
How will I be involved in my child's learning?



At St Augustine's CE Primary School we believe that parents should be kept fully informed about their child's progress. Parents and children are invited to attend Parent Meetings in the autumn and spring terms.

At these meetings the class teacher, parents and child are able to discuss the progress made and share individual targets to further improve learning. In the summer term parents receive a detailed report which highlights progress made, attainment levels along with progress towards the child's personal learning goals.

If your child is on the SEN register, you will have contact three times a year to discuss your child's targets which are recorded on their Graduated Approach document. We ask for parent and child views to be noted on this document to show how everyone feels about the child's progress and attainment.


Salford City Council

Evidencing the Graduated Approach (GA): Pupil Record

Pupil Name:	DOB:
Primary Area of Need:	Current Setting:

Educational History		
School/Setting:	Date of Entry/Exit:	Year Group:

Getting Advice – Band A	Date initiated:
Ordinarily Available Provision	Personalised Adjustments
•	•
Pupil Voice	Parent Voice

Getting Help – Band B	
SEND Support Interventions	
Pupil Voice	Parent Voice

In addition to this, children with an Education, Health and Care Plan (EHCP) will have a Person Centred Review Meeting once a year (Annual Review). At these meetings the child, parents, school staff and specialist outside agencies can discuss the progress made over the year, agree new targets and set actions as well as long term aspirations.

Parents are able to make an appointment to discuss the report further if they wish to do so. Parents may also request information at any time regarding the progress of their child.

What support will there be for my child's overall well-being?

At St Augustine's CE Primary School the overall well-being of our children is a high priority and is monitored closely by all staff. We are very clear about the characteristics of the children we are helping to develop.

There are 6 Christian Values that we feel are crucial in all aspects of our daily life which are, Community, Joy, Thankfulness, Friendship, Forgiveness and Courage. We refer and celebrate demonstrations we see of the values shown around school.



All children have weekly lessons in PSHE. The school employs a learning mentor who works 1 to 1 or in small groups to support children with additional social and emotional needs.

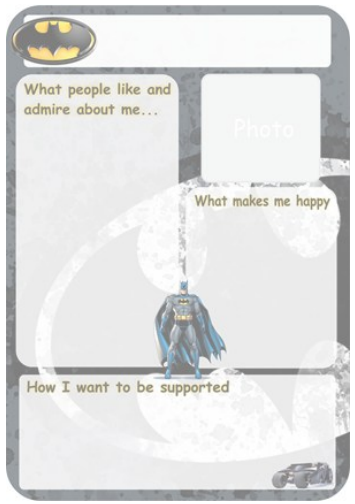
The school has trained first aiders available throughout school

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SENDCO

Mrs Rebecca Hanlon-Jones
Learning Mentor
Safeguarding Team

How will my child be involved in decisions about their education and the process?

At St Augustine's, we value the thoughts and feelings of all children, including those with SEND. Children will be involved in creating and reviewing their own Single Page Profile, where the children can record what they think people admire about them, as well as how they feel they are supported and how they would like to be supported with their learning.



Throughout the year, we also ask the children to complete 'Pupil Voice' which gives us an idea of what the children are happy with at St Augustine's and also what they would like to change. This can include, extra curricular activities they want, how they would like playtime to improve to ideas around new library books. We have a variety of 'teams' within school including School Council, Worship Team and Eco Comity. The leaders of these teams are voted for by all class members to make it fair and equal. It is encouraged that children with SEND are included in them.



Who can help and support parents outside of school?

SIASS (Salford Information Advice and Support Service) is a community-based, confidential and independent information and advisory service for parents/carers of children and young people with special educational needs.

Telephone 0161 778 0343/ 0349 or email siass@salford.gov.uk

Speech and Language Therapy Service (SALT) will assess, diagnose and develop an individualised programme of care to maximise the communication potential of the children and young people referred to them and under their care. The work involves direct contact with children and young people with communication difficulties as well as their carers and other key people in their lives. Therapists also support children and young people with swallowing, eating and drinking difficulties.

Telephone 0161 206 2489

School Nursing Service promote and maintain the good health of all school age children and enable them to reach their full potential. They achieve this by working in partnership with parents, children and young people, school staff and other professionals. The School Nursing team can offer advice and support on a range of issues and has links to other services that work with children and families.

Telephone 0161 206 6081

Educational Psychology Service offers a professional psychological support service for children, young people, their families, schools, communities and other settings. Educational Psychologist's apply psychological theory and research findings to promote the emotional, social, cognitive and educational development of children.

Telephone 0161 778 0476

Learning Support Service supports the inclusion of pupils with a variety of Specific Learning Difficulties (SpLD) in mainstream schools across the Salford Local Authority.

Telephone 0161 607 1671

Salford City Council

Where can I find information about Local Authority provision for children in Salford?

The Local Offer is an online hub of information, all about special educational needs and disabilities. You might see this written as SEN (special educational needs) or SEND (special educational needs and/or disabilities). There is a directory of services offering information and advice, leisure activities and support to children and young people with SEND, and their families. The Local Offer is also a website of information to help families navigate their journey through the world of SEND.

The publication of a Local offer outlining what provision is available for children and young people in the Salford area who have SEND can be found at

http://www.salford.gov.uk/localoffer

How do I make a complaint and how will they be dealt with?

St Augustine's CE Primary School has a complaints procedure to ensure we respond to complaints as quickly and effectively as possible. We value all comments about our school and we will endeavour to address your concerns at the earliest stage possible. A full copy of the school's Complaints Procedure can be obtained from the school office.

The vast majority of concerns can be resolved informally. There are many occasions when the class teacher, office staff, SENCO or senior teachers can resolve your concerns straight away.

If you remain dissatisfied with the outcome the complaint should then be referred to the Head teacher or the Chair of Governors, as outlined in the Complaints Procedure.

How do school identify the different needs for children?

St Augustine's CE Primary School has a clear approach to identifying the needs of children with SEND with the emphasis being on early identification. School assesses each's pupils' current skills and levels on entry to the school, building on information from parents, previous settings and outside agencies, where applicable.

We follow the RWI scheme for phonics from Reception to Year 4. Ther are half termly assessments carried out and these can be used to highlight if a child is not making expected progress against to RWI expectations. We will then move the child over to making 'small steps of progress' to show progress made.

Class teachers, supported by the senior leadership team, make regular assessments of progress of all pupils. If a child is making less than expected progress the first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENCO, assesses whether the child has SEND. At this stage additional information and/or assessments may be requested from specialist

How do school ensure the inclusion of children with SEND for extra curricular activities?

All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being and development alongside their academic development.

The school has many extra- curricular clubs after school. These are offered to all children and any reasonable adjustments are made to ensure that all children can access the clubs of their choice. To enrich the curriculum children attend various trips throughout the year.

Every effort is made to ensure that all children can fully participate in their trips. Children with additional medical, physical or behavioural needs are included on the trip risk assessment. If required, additional staffing support is provided.









How will my child be supported with transition to high school or a new class?

As this can be a difficult time for any child we try to ensure that all transitions are as smooth as possible.

To aid transition in the Early Years, teaching staff will visit parents and children in their own home. Children also get the opportunity to visit their classroom with their parents before a phased transition in September. Parents have the opportunity to meet their child's new teacher at 'Meet the Teacher evening/afternoon'



To aid transition from year to year children have the opportunity to meet their new teacher on 'Move up afternoon' . For children who will find transition particularly challenging, additional transition visits and transition booklets can be set up. These children are also given a simple booklet, with photographs and captions to show where their new door, classroom and toilets are, as well as who their new adults will be when they 'move up'.



Close liaison is made with schools if a child moves school within the academic year to ensure that all relevant information is fully shared. In year 6, the class teachers and SENCO liaise closely with secondary schools. Additional transition or phased transitions are

How do I find a copy of the school SEND Policy?

The school's SEND policy can be found on the school website using the following link

Alternatively a copy can be obtained by contacting the school SEN

Glossary of terms

	What does it mean?
ADHD	Attention deficit hyperactivity disorder.
ASC	Autism spectrum condition.
CAMHS	Child adolescent mental health service.
EHCP	Education, Health and Care plan.
EP	Educational psychologist.
GDD	Global developmental delay. Can only be diagnosed by medical professional.
MLD	Moderate learning difficulty/learning difficulty.
ND pathway	Neuro development pathway (inc. Autism and ADHD pathways).
SALT	Speech and language therapist/ speech and language therapy.
SEND	Special educational needs and disability.
SENDCO	Special educational needs and disability co-ordinator.
SENDiass	Special educational needs and disability information, advice and support service.

